



Community Inspiration Awards (CIA) NOMINATION FORM



The goal of the Community Inspiration Awards (CIA) is to recognize youth, adults, and businesses who have been involved in building a thriving, healthy and caring community here in Clark County through their individual actions.

We use the 40 developmental assets (listed below) as the criteria for selecting the monthly winners in each of the following three categories: youth, adult, and business/organization.

Nominations will be reviewed by the Clark County Youth House Visionary Team which consists of youth representing the Clark County Youth Commission, Clark County TeenTalk, Partnerships for Youth Transition, and Youth House staff.

I would like to nominate _____ for a Community Inspiration Award.

Name/Name of Business/Organization

Nominee Information

Mailing Address _____ City/State/Zip _____

Phone/Email _____

Nominator Information

Name _____ Relation to Nominee _____

Mailing Address _____ City/State/Zip _____

Phone/Email _____

***May we contact you for any additional information?** ☐ Yes ☐ No

Category

Please check one

☐ Youth

☐ Adult

☐ Business/Organization

Why do you think your nominee should be recognized?

Please use the list of the developmental assets below to check which assets your nominee demonstrates in our community and explain in as much detail as possible using concrete examples how this is demonstrated.

Youth Example-If you checked personal power, you could explain how a young person in our community had an idea and through his/her own determination brought the idea to life.

Adult Example-If you checked other adult relationships, you would explain how a coach in our community has positively impacted the lives of the young people he/she has coached over the years.

Business Example-If you checked community values youth, you could explain how a business in our community has donated money or employees time to support youth efforts or activities.

40 Developmental Assets

_Family support-Family life provides high levels of love and support.

_Positive family communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).

_Other adult relationships-Young person receives support from three or more non-parent adults.

_Caring neighborhood-Young person experiences caring neighbors.

_Caring school climate-School provides a caring, encouraging environment.

_Parent involvement in schooling-Parent(s) are actively involved in helping young person succeed in school.

_Community values youth-Young person perceives that adults in the community value youth.

_Youth as resources-Young people are given useful roles in the community.

_Service to others-Young person serves in the community one hour or more per week.

_Safety-Young person feels safe at home, at school, and in the neighborhood.

_Family boundaries-Family has clear rules and consequences.

_School boundaries-School provides clear rules and boundaries.

_Neighborhood boundaries-Neighbors take responsibility for monitoring young people's behavior.

_Adult role models-Parent(s) and other adults model positive, responsible behavior.

_Positive peer influence-Young person's best friends encourage him or her to do well.

_High expectations-Both parent(s) and teachers encourage the young person to do well.

_Creative activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

_Youth programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

_Religious community-Young person spends one or more hours per week in activities in a religious institution.

_Time at home-Young person is out with friends "with nothing special to do" two or fewer nights per week.

_Achievement motivation-Young person is motivated to do well in school.

_School engagement-Young person is actively engaged in learning.

_Homework-Young person reports doing at least one hour of homework every day.

_Bonding to school-Young person cares about his or her school.

_Reading for pleasure-Young person reads for pleasure three or more hours per week.

_Caring-Young person places high value on helping other people.

_Equality and social justice-Young person places high value on promoting equality and reducing hunger and poverty.

_Integrity-Young person acts on convictions and stands up for her or his beliefs.

_Honesty-Young person "tells the truth even when it is not easy."

_Responsibility-Young person accepts and takes personal responsibilities.

_Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.

_Planning and decision-making-Young person knows how to plan ahead and make choices.

_Interpersonal competence-Young person has empathy, sensitivity, and friendship skills.

_Cultural competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

_Resistance skills-Young person can resist negative peer pressure and dangerous situations.

_Peaceful conflict resolution-Young person seeks to resolve conflict nonviolently.

_Personal power-Young person feels he or she has control over "things that happen to me."

_Self-esteem-Young person reports having a high self-esteem.

_Sense of purpose-Young person reports that "my life has a purpose."

_Positive view of personal future-Young person is optimistic about her or his personal future.

Community Inspiration Awards are announced on a monthly basis and the nomination forms are due by the 20th of each month prior to the award month.

You will be contacted if your nominee is selected for an award and all nominees are sent a letter announcing their nomination regardless of being selected the award recipient.

***Successful nomination forms will provide as much detail and examples as possible. Use the space below and you may add as many pages as necessary.**

This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of standard notebook paper. The lines are thin and dark, set against a plain white background. There are no margins, text, or other markings present.

Thank you for helping us recognize those who inspire!